

Comprehensive Program Review Report



Program Review - Dual Enrollment

Program Summary

2022-2023

Prepared by: Chris Spomer

What are the strengths of your area?: Dual Enrollment Benefits:

- Provides an opportunity for high school students to enroll in college courses and earn college credit.
- Avenue for high school students to expand educational opportunities and allows students to make early progress toward a college degree or educational goal.
- Help expose high school students to college and career pathways that can increase their interest and engagement in higher education.
- Encourages positive academic outcomes such as increased high school graduation, college readiness, and higher levels of college enrollment.
- Students learn about and become accustomed to the college environment.
- Dual Enrollment has been shown to mediate the need for developmental education classes.
- Participation in dual enrolment can increase persistence and retention, grade point average (GPA), and credit accumulation.
- Dual Enrollment decreases the time to completion of a college degree.
- Compressing the time for degree completion results in significant cost savings.

Partnerships/Outreach:

- COS has maintained dual enrollment partnerships with eight school districts and 22 high schools across Tulare and Kings Counties. These partnerships offer college courses across several academic/career-related disciplines in several modalities (e.g., in-person, online, hybrid). Most classes are singleton; however, many are within linked-learning academies/pathways.

Enrollment:

- Unduplicated student headcount for the 21-22 academic year was 2,408.

Success Rates:

- Dual enrollment students had an 87.7% success rate for the 21-22 academic year.
- Dual enrollment students averaged a 3.11 course grade point average for the 21-22 academic year.

High School and College Curricula Alignment:

- Dual enrollment partnerships aids in aligning School Districts' to COS to help improve college pathways. COS continuously works with high school districts and regional organizations (e.g., TK College and Career Collaborative, Central Valley Higher Education Consortium) to strengthen pathways to COS and careers across Tulare and King Counties.

College Transition:

- Dual enrollment gives high school students firsthand experiences with college policies, practices, expectations, responsibilities, support services, learning management systems. Data suggests that approximately 50% of high school students that enroll in COS classes while in high school attend COS as first-time first-year students.

What improvements are needed?: • Dual Enrollment/Outreach Counselor: The dual enrollment population at COS has grown steadily, reaching 2,408 unduplicated students for the 21-22 academic year. Dual enrollment students need access to college counseling service to help ensure they are enrolling in COS courses that are appropriate for college academic/degree requirements, career goals, and align with college pathway requirements. Currently, dual and concurrent enrollment students are advised into COS courses by high school counselors who are unfamiliar with COS certificate, degree, and transfer

- requirements and unfamiliar with COS curriculum and pathway/program course sequencing.
- o Reports from the CCCC (and other sources) emphasize the need for college academic/career counseling support for dual enrollment students.
- o MOUs with partner high schools indicate COS will provide advising support to students.
- o Increased need for presentations targeted for high school counselors and dual enrollment students on topics such as COS General Education patterns for associates degree and transfer; guided pathways.
- o Increased need for COS and dual enrollment application workshops incorporating counseling/advising for COS course selection.
- o Increasing need for dual enrollment students to have student education planning.

Describe any external opportunities or challenges.: Opportunities:

- Dual Enrollment/Outreach Counselor position would help enhance early college partnerships:
 - o Ongoing communication and collaboration with local high schools regarding associates degree, certificate, and transfer requirements; ongoing assessment of local high school pathways to ensure alignment with COS guided pathways.
 - o Direct COS counseling contact for high school counselors, parents, and students for COS course selection for dual enrollment opportunities.
 - o Increasing early outreach to partner high schools to connect dual enrollment students to COS program pathways.

Overall SAO Achievement: N/A

Changes Based on SAO Achievement: N/A

Outcome cycle evaluation: N/A

Action: Adjunct or Full-Time Dual Enrollment/Outreach Counselor

Hire an adjunct or full-time counselor position focused on dual enrollment & outreach.

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Implementation Timeline: 2022 - 2023

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Chris Spomer

Rationale (With supporting data): • Dual Enrollment/Outreach Counselor: The dual enrollment population at COS has grown steadily, reaching 2,408 unduplicated students for the 21-22 academic year. Dual enrollment students need access to college counseling service to help ensure they are enrolling in COS courses that are appropriate for college academic/degree requirements, career goals, and align with college pathway requirements. Currently, dual and concurrent enrollment students are advised into COS courses by high school counselors who are unfamiliar with COS certificate, degree, and transfer requirements and unfamiliar with COS curriculum and pathway/program course sequencing.

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Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Faculty - Counselor, Dual Enrollment & Outreach (Active)

Why is this resource required for this action?: The dual enrollment population at COS has grown steadily, reaching 2,408 unduplicated students for the 21-22 academic year. Dual enrollment students need access to college counseling service to help ensure they are enrolling in COS courses that are appropriate for college academic/degree requirements, career

Program Review - Dual Enrollment

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Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 125000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: Create SAO for Dual Enrollment for 2022-2023 Program Review

Create SAO for Dual Enrollment for 2022-2023 Program Review

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Brandon Hildreth

Rationale (With supporting data): No SAO has been created for dual enrollment high school students. A SAO will help for assessing dual enrollment program outcomes and guide future program reviews.

Priority: Low

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Additional Admissions and Registration Training for High

Program Review - Dual Enrollment

School Administrators

Increase the number of workshops that provide high school administrators with an overview of dual enrollment admission and registration processes as well as best practices.

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Implementation Timeline: 2019 - 2020, 2021 - 2022

Leave Blank: 10/01/2019

Leave Blank: 05/01/2020

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Brandon Hildreth

Rationale (With supporting data): High school administrators are primarily responsible for managing the admission and registration paperwork advise high school students on COS processes. By creating additional training for high school administrators, will reduce the number of registration errors (i.e. missing admission applications, incomplete forms, miss advising students on registration procedures) and help reduce the additional work placed on Admission & Records staff.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.